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ABSTRACT

The National Collegiate Drug Awareness Week 1988 (conceived and initiated by the Inter-Association Task Force on Alcohol and Other Substance Issues) began with a Kick-Off Conference of educators that provided students and professionals an opportunity to share ideas and experiences. One-page abstracts of 17 conference presentations are as follows: "Drug Education in the College Curriculum" (Peter L. Myers); "The Contemporary Campus: An Administrator's Point of View" (Thomas D. Aceto); "Drug Policy and Enforcement: Making the Standards Work" (Denyce S. Ford); "Assessing Your Campus Environment" (Elizabeth Broughton); "Aiming Straight" (Carolyn Lichtenberg); "Bridging Communities on Drug Awareness" (Sandra A. Tull and Max Portrey); "Beyond Awareness: Incorporating Drug Education into the Curriculum: The Indiana University Experience" (William J. Bailey); "Liability and Values in Relation to the Institutional Response to Alcohol Abuse and the Use of Prohibited Drugs" (Gary Pavela); "College Life: Breeding Ground for Chemical Dependence or for Immunity Against Substance Abuse" (Robert L. DuPont); "Network to Promote Drug-Free Colleges and Universities" (Edward Hammond); "Changing Attitudes toward Drug Use on Campus" (Dan Manzanares); "Creative Approaches to Drug Education Programming" (Kim Dude); "Taking the Sting Out of Evaluation" (David S. Anderson); "Teaching New Students to Say No" (Brian Bailey and Lisa Dieter-Borisky); "Substance Abuse Policy: Making the Standards Work" (Robert F. Ariosto); "Alcohol and Drug Abuse during the College-Age Years" (Robert L. Trachtenberg); and "Taking Leadership: Enhancing Personal and Professional Effectiveness" (Susan R. Komives). Also included are the Standards for the Network to Promote Drug-Free Colleges and Universities and a list of the planning group for the Network. (SM)

Approaches to Drug Abuse Prevention at Colleges and Universities

**A Collection of
Presentations Made at the
National Collegiate Drug Awareness Week
Kick-Off Conference
Washington, DC**

Programs for the Improvement of Practice

U.S. Department of Education

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FOREWORD

APPROACHES TO DRUG AND ALCOHOL ABUSE PREVENTION

National Collegiate Drug Awareness Week 1988 was conceived and initiated by the Inter-Association Task Force on Alcohol and Other Substance Issues. The Task Force is an independent and voluntary association of the major professional organizations that serve student personnel staff in higher education. It has taken these initiatives to educate and support members in this profession. Since 1981, the Task Force has been involved in a series of related efforts designed to curb substance abuse on college campuses across the United States.

The United States Department of Education had already begun to pursue similar education and prevention activities in accordance with the Drug Free Schools and Communities Act of 1986. It therefore seemed appropriate to solicit support from the Department. Ultimately, endorsement and financial assistance for the program were obtained from the Office of Educational Research and Improvement within the Department of Education and the Office of Substance Abuse Prevention within the Department of Health and Human Services. The combined efforts of these governmental agencies, in cooperation with independent educators, resulted in the first observance of National Collegiate Drug Awareness Week in February of 1988.

The National Collegiate Drug Awareness Week began with a Kick-Off Conference of educators. The conference provided students and professionals an opportunity to share ideas and experiences. The conference was held in Washington, D.C., and was attended by over two hundred representatives from colleges and universities from throughout the country. The great success of the conference led program participants to request a publication that would present the conference's main themes. This booklet, "Approaches to Drug and Alcohol Abuse Prevention" is the product of that effort, and is intended to provide readers with summaries of conference presentations.

The broader goal of National Collegiate Drug Awareness Week was to urge colleges and universities to sponsor education and prevention activities on their own campuses. A telephone survey conducted at the end of the program week indicated that fifty-four percent of the campuses had sponsored events, and that ninety-eight percent planned to hold education and prevention activities in 1989. This level of cooperation and saturation in higher education is seldom achieved, and stands as a testament to the importance and value of this initiative.

As you read through this booklet, you will see that a variety of perspectives and approaches were presented during the conference. This diversity will enable you to glean information from those presentations which best compliment your institution's environment and ideology. You are invited and encouraged to contact the authors of these presentations to obtain more detailed information that may be helpful in your efforts to develop and implement a substance abuse program at your college or university.

Dennis C. Roberts, Dean of Students
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INTRODUCTION

APPROACHES TO DRUG AND ALCOHOL ABUSE PREVENTION

College and university administrators are well aware of the need to find effective solutions to the problems of drug and alcohol abuse. Current research indicates that substance abuse often results in serious health problems, a decrease in levels of productivity, a breakdown of the family structure and a strain on societal resources. At the collegiate level, substance abuse has been found to inhibit the educational development of students and jeopardize their ability to obtain gainful employment and become a productive member of society.

In an effort to address these problems, a group of twenty-two presenters and approximately one hundred fifty participants were invited to share drug and alcohol abuse prevention information and techniques at the National Collegiate Drug Awareness Week Kick-Off Conference. The conference, which took place in February of 1988, was sponsored by the Inter-Association Task Force on Alcohol and Other Substance Issues, with the full support and cooperation of the U.S. Department of Education, Office of Educational Research and Improvement and the U.S. Department of Health and Human Services, Office of Substance Abuse Prevention.

The purpose of this booklet is to capture the substance of the conference in seventeen one-page abstracts which reflect the major themes of each presentation. We hope that the information contained in this booklet will provide university administrators with new approaches to the development, enforcement and assessment of strong substance abuse education and prevention programs on their campuses.

Vonnie L. Veltri, Senior Associate
Office of Educational Research and Improvement
United States Department of Education

DRUG EDUCATION IN THE COLLEGE CURRICULUM

Dr. Peter Myers advocates the subtle integration of drug and alcoholism prevention programming into the college curriculum. By targeting required introductory courses for both majors and non-majors and "couching" the abuse prevention message in seemingly non-related studies, Myers believes that it is possible to reach a substantial student population and encourage them to reduce their levels of substance abuse and its related effects.

Student reluctance to accept materials blatantly labeled as "Drug ED" and their frequent opposition to advice and counseling imposed on them by school officials must be avoided if substance abuse prevention programs are to thrive in the college environment. Educators must develop courses and curricula that address drug and alcohol abuse from within the academic disciplines without necessarily alerting the students to the hidden content.

Although the prevention programming can be successfully delivered through Science and Social Science courses, Myers believes that the behavioral sciences offer the greatest potential for communicating the drug and alcohol abuse prevention message.

Specific modules may be developed and taught in psychology, sociology, and history courses, with specific topics or issues targeted within each discipline. Myers recommends presenting the substance abuse topics as part of a more general case study within a given course. In this manner, students would be challenged to question their own ideas, opinions, and experiences concerning drug and alcohol use and abuse in a less confrontational manner.

The paper concludes with an endorsement for a degree program or a special curriculum for chemical dependency-related occupations. Prerequisites for such a program would include a curriculum designed around state certification requirements and special linkages with local treatment facilities. Myers contends that an effort of this nature would provide enhanced community services, expand career opportunities for students, and add another crucial prevention resource in the fight against alcohol and drug abuse in the college environment.

CONTACT: Dr. Peter L. Myers, Director, Alcoholism and Substance Abuse Training and Counseling Programs, Essex County Community College, 303 University Ave., Newark, New Jersey 07102 (201) 877-3250

THE CONTEMPORARY CAMPUS: AN ADMINISTRATOR'S POINT OF VIEW

Mr. Thomas Aceto approaches the problem of drug and alcohol abuse on the contemporary college campus from three perspectives: what efforts are currently being made to combat substance abuse, how well these efforts are working, and what more can be done to increase the effectiveness of the substance abuse prevention campaign.

To counter the reality of drug and alcohol abuse in the college environment, many institutions have developed and implemented one or more of the elements in what Aceto terms the Six Point Plan. The Six Point Plan incorporates Education, Support Services, Alternative Activities, Policy and Law Enforcement, Control Marketing, and Research into a comprehensive program designed to reduce the levels of substance abuse among college students. Aceto also places considerable emphasis on the value of contributions made by non-institutional entities, such as the federal government, the beer industry and other individual interests, in the battle against on-campus substance abuse.

According to Aceto, quantifying the effects of current prevention efforts is a difficult task. Although he believes that some student benefit is being accrued as a result of on-going prevention programs, statistics indicate that the results of these efforts have had a lesser impact on student attitude and behavior than desired or anticipated. Even the National Institute on Drug Abuse (NIDA) researchers are unable to demonstrate a measurable and direct correlation between educational efforts/prevention programs and a change in the patterns of drug and alcohol usage among college students.

The current substance abuse problem, according to Aceto, can be attributed to a variety of psychological and sociological factors, including the progressive decline in parental influence, the phenomenon of "adolescent invulnerability" and the quest for independence and maturity. These factors, combined with many others, have inhibited a large percentage of young adults from responding to on-going anti-drug and alcohol campaigns. In response, Aceto offers seven recommendations for enhancing prevention efforts at the college level:

- Establish as a national priority the creation of comprehensive substance abuse programs at all colleges and universities;
- Develop a more sophisticated solution to the drinking and driving problem than establishing the legal drinking age at 21;
- Eliminate double standards, and encourage college administrators and alumni to actively participate in substance abuse prevention efforts and activities;
- Increase student involvement in the prevention of on-campus substance abuse;
- Involve more faculty to serve as role models in substance abuse prevention efforts;
- Challenge the federal government to increase its efforts and funding in collegiate drug and alcohol abuse prevention campaigns;
- Encourage the alcoholic beverage and media industries to examine and redirect their advertising efforts to reflect a concern for substance abuse prevention.

CONTACT: Mr. Thomas D. Aceto, Vice President for Administration, University of Maine, 107 Alumni Hall, Orono Maine 04469 (207) 581-1407

DRUG POLICY AND ENFORCEMENT: MAKING THE STANDARDS WORK

As more drug and alcohol abuse prevention efforts are directed toward college age students, Dr. Denyce Ford stresses the need for university administrators to set the tone for the anti-drug campaign, and to establish clear guidelines for the regulation of substance abuse on- and off-campus.

In order for any drug or alcohol policy to work, Ford believes that "those who are under the jurisdiction of the policy must be aware of it." To ensure that students are aware of drug and alcohol policies, universities have adopted a wide range of advertising techniques including publishing the policies in student handbooks, school catalogs and course scheduling booklets. Many institutions also brief students on drug and alcohol policies during freshmen orientations, student assemblies and residence hall meetings.

Since 1971, the drug policy at Howard University in Washington, D.C. has addressed three major issues: "(1) the indiscriminate non-medically prescribed use of drugs and narcotics, (2) the possession and/or manufacture of drugs or narcotics for exchange or transfer, and (3) the selling of drugs or narcotics." To complement its policy, the university sponsors educational lectures and seminars on drug-related topics and supports a referral program to area treatment centers for students who are identified as having drug abuse problems.

Howard's policy also governs the use of alcoholic beverages by university students. In the residence halls, the policy defines the legal age for the purchase and consumption of alcohol at 21, and "prohibits the drinking of alcoholic beverages in public or common areas of the building." University-approved social events must also comply with the following regulations:

- Written approval must be given by the Dean of the respective school or college (not necessary for off-campus events);
- Alcoholic beverages must be served, not sold by the event sponsor;
- Non-alcoholic beverages must also be available if alcoholic beverages are served at the event;
- The event must comply with District of Columbia regulations pertaining to alcohol consumption;
- The administration maintains the right to deny any organization the privilege to serve alcoholic beverages at an event if it is deemed to be in the best interest of the university and others involved.

Results from an assessment survey conducted at Howard University to determine (1) student awareness of drug and alcohol policies, (2) the source of student information on university drug and alcohol policies, (3) student adherence to university drug and alcohol policies, and (4) general drug and alcohol usage on the campus. These results substantiate the need for comprehensive drug and alcohol education, prevention and enforcement programs.

CONTACT: Dr. Denyce S. Ford, Project Director, Drug Education and Prevention Program, University Counseling Service, Howard University, 6th and Bryant Streets, Washington, D.C. 20059 (202) 636-6870

ASSESSING YOUR CAMPUS ENVIRONMENT

Administrators at Florida's nine state universities realize that college-age students are at a very transient and transitional period in their lives. This fact, coupled with the stress of academics and the permissiveness of the campus environment, often leads students to experiment with alcohol and other illicit drugs. To counter this reality, the University of Florida and the Florida Department of Health and Rehabilitative Services initiated the Campus Alcohol and Drug Prevention Project.

The Campus Alcohol and Drug Prevention Project is a cooperative effort involving faculty, administrators, students and community members in an effort to promote "responsible decision-making concerning alcohol use or non-use, and intolerance to illicit drug use." The program's major objectives are:

- To mobilize campus resources for the prevention of drug and alcohol abuse;
- To provide student involvement and leadership in drug and alcohol educational efforts;
- To promote drug and alcohol education as an integral part of institutional services;
- To develop a knowledge base and skills training program for drug and alcohol education.

From an organizational stand-point, the Campus Alcohol and Drug Prevention Project at the University of Florida can be divided into three components. The first component of the project is the Director of the Center. Located on-campus, in the Office for Student Services, the Center serves as the primary location for the distribution of substance abuse prevention information and for the coordination of program activities. The Center also offers special resources such as drug and alcohol workshops and peer counseling services.

The students' own preventive efforts comprise the second component of the project. Chartered by the university's student government, the BACCHUS organization works closely with the Center to facilitate program efforts and to provide peer influence on issues related to drug and alcohol use.

The last component of the project is the Advisory Board to the Center's activities. Composed of a wide range of university and non-university personnel, the Advisory Board sets policies, offers advice and assistance in project endeavors and provides individual and collective support to Center staff.

The Campus Alcohol and Drug Prevention Project efforts include a variety of activities that can be classified under seven general categories: (1) drug and alcohol awareness activities, (2) drug and alcohol education workshops, (3) academic courses, (4) counseling and referral, (5) research and evaluation, (6) policy development, and (7) training and supervision. All activities are carefully designed to be "well integrated with the traditional functions of university and campus life."

CONTACT: Ms. Elizabeth Broughton, Assistant Dean for Student Services, University of Florida, 126 Tigert Hall, Gainesville, Florida 32611 (904) 392-1261

AIMING STRAIGHT

To help communicate the dangers associated with illicit drug usage, Pi Beta Phi Sorority has developed the Aiming Straight Drug Awareness Program. Combining a videotape presentation with program manuals that include pre-tests, post-tests, referral information and suggested topics for discussion, the program is an attempt to educate college-age students to the harmful effects of drug usage through a factual approach to substance abuse prevention.

To provide college students with current information concerning drug-related health hazards and to dispel many of the myths surrounding drug use, the Aiming Straight organizers invited a number of experts in the substance abuse field to become involved in their program. Among the experts who participated in the videotape were the President's chief drug advisor, the founder of PRIDE (Parents' Resource Institution for Drug Education) in Atlanta and a number of the nation's foremost authorities on drugs and their effects on the human body.

The Aiming Straight program operates under the premise that no illicit drug can be used safely. Thus, all drug usage must be eliminated from society to prevent considerable harm to our next, and subsequent, generations. Aiming Straight members argue that rehabilitation and treatment of drug users is uncertain at best, and that the only effective way to deal with drug use is to prevent it from beginning in the first place.

The Aiming Straight video is available for sale from the Pi Beta Phi Central Office or can be borrowed from most Pi Beta Phi chapters either through joint programming with other campus organizations or on a twenty-four-hour loan basis.

CONTACT: Ms. Carolyn Lichtenberg, Grand President of Pi Beta Phi Sorority, Pi Beta Phi Central Office, 7730 Carondelet, Suite 333, St. Louis, Missouri 63105 (314) 727-7338

BRIDGING COMMUNITIES ON DRUG AWARENESS

In the search for effective substance abuse prevention strategies, Ms. Sandra Tull and Dr. Max Portrey point to a body of research based upon a social development (generational) model. According to this model, as a child passes through different developmental stages, there are specific and corresponding risk factors which may contribute to the use/abuse of illicit substances. Basing their theories on this premise, Tull and Portrey argue that in most instances, a single or short-term prevention program will not be sufficient to modify or correct undesirable attitudes and behaviors. Instead, what is needed is a sequence of prevention programs that operate parallel to a child's development and growth.

Tull and Portrey identify five primary prevention goals. Each of these goals is directed to a specific audience at a specific time in the development of that age group. The goals and their corresponding audiences are as follows:

- To prevent drug abuse: High and middle school;
- To prevent the regular use of drugs: High and middle school;
- To prevent the use of any substances: Middle and elementary school;
- To delay the age at which children first use drugs: High, middle and elementary school;
- To prevent the use of various "gateway" substances (those substances, such as alcohol, tobacco and marijuana, which may preface the use of more powerful drugs): Middle and elementary school.

Tull and Portrey also cite past research which concludes that prevention efforts addressing "only the peer/drug use linkage and which wait to intervene until adolescence" may be too late to reverse an established pattern of drug usage. Young children who exhibit such symptoms as excessive stress, loneliness, or boredom, or who suffer from poor self-esteem or poor decision-making skills may be at a higher risk for drug experimentation. Children exhibiting these symptoms must be identified at an early age, preferably before entry into junior high school, and their problems corrected or counseled before they result in abusive drug and alcohol behavior at a later age.

Tull and Portrey assert that "it has taken decades to produce the social and individual problems facing Americans today," and the problems connected with substance abuse will not disappear overnight. Correcting the drug abuse problem will "require a concerted effort over the next generation of students." Successful prevention efforts, they argue, will necessitate the involvement and support of schools, family, and the community at large. Tull and Portrey stress the need for these entities to work together in a consistent and intensive manner to lessen and ultimately eliminate the problem of substance abuse among our younger population.

CONTACT: Ms. Sandra A. Tull & Dr. Max Portrey, Charles County Community College, Box 910 Mitchell Road, La Plata, Maryland 20646 (301) 934-2251

BEYOND AWARENESS: INCORPORATING DRUG EDUCATION INTO THE CURRICULUM: THE INDIANA UNIVERSITY EXPERIENCE

Since 1978, the University of Indiana has offered its students a formalized drug education course as one way of coping with the drug abuse problem on campus and in the Bloomington community. Developed and taught by William Bailey, the course was originally offered in small sections to allow extensive two-way communication between teacher and student. However, in an effort to increase the course's impact on drug-related attitudes and behaviors at the university, a decision was made to change the format of the class to large lecture sections. By 1982, the drug education course was filling sections of over 400 students each semester.

To reinforce the concept that each student controls his/her own destiny, grading in the drug-education course is based on student performance relative to a predetermined grading contract, not upon an external force such as a bell-shaped curve. Bailey also believes that students, most of whom are fully franchised adults over the age of eighteen, should not be told "what" to think about drug usage but, rather, should be educated and encouraged to make their own informed decisions about involvement with alcohol and other drugs.

To measure the impact of the drug education program on student behavior, Bailey and the University of Indiana, in cooperation with the police agencies in Monroe County, have pilot tested an evaluation plan that collects drug and alcohol-related arrest data involving Indiana University students. By linking the police data base with the university data base, Bailey is able to perform a number of statistical analyses which illustrate the positive effects that the drug education course has had on student behavior.

The University of Indiana's efforts to provide students with substance abuse education extends beyond the formalized drug education course, and into a wide range of other course curriculums. Through the university's Alcohol-Drug Information Center, and its Classroom Support Program, faculty are encouraged to help students find alcohol and drug-related topics for their writing and speaking assignments. To facilitate student efforts in this direction, the Alcohol-Drug Information Center has a ready-reference area with informational files on such issues as drug testing, drinking games and current efforts to curb drunk driving. The program not only promotes increased student awareness, but also enables faculty members to make a significant contribution to the campaign against substance abuse.

CONTACT: Mr. William J. Bailey, M.P.H., Alcohol-Drug Information Center, Indiana University, Student Building Room 011, Bloomington, Indiana 47405 (812) 335-5414

LIABILITY AND VALUES IN RELATION TO THE INSTITUTIONAL RESPONSE TO ALCOHOL ABUSE AND THE USE OF PROHIBITED DRUGS

Mr. Gary Pavela warns that as alcohol and drug-related incidents become increasingly overstated, administrative fears concerning institutional liability must not be allowed to adversely affect substance control policy considerations on our college campuses. University officials "can stay in the business of advising students, and setting reasonable standards for their behavior on campus, without becoming an insurer of their safety, or the safety of third parties."

In support of his argument, Pavela cites examples of legal cases, such as Bradshaw, Beach and Whitlock, in which court rulings have found universities not liable for student accidents resulting from students' own reckless behavior. Although these examples do not imply that academic institutions are invulnerable to the possibility of liability, they do suggest that universities can fulfill their regulatory obligations without unnecessary concern. Pavela concludes this first point by reiterating the need for administrators to take reasonable precautions against campus disorder and disruption, and not to disassociate themselves from student activities outside the classroom.

Pavela raises a second issue concerning drug testing on college campuses. At the University of Maryland, first time drug offenders have the option to participate in a special drug testing program as an alternative to expulsion. The program offers the delinquent student a unique second chance as well as a structured and supervised opportunity to end a potentially harmful drug habit. Although the concept of drug testing implies an inherent distrust of students, Pavela finds this acceptable since the student offender was initially responsible for breaking trust by using a prohibited substance on campus.

Although he supports drug testing for consenting, previous offenders, Pavela does not agree with the policy of random drug testing without reasonable cause. Pavela believes that a policy of this nature undermines the fundamental concept of a relationship built on trust. Without this trust, a university cannot hope to foster the individual and social development of its students, which is an essential part of its overall educational mission.

Pavela's final topic of discussion focuses on developing student values as a means to discourage substance abuse. By focusing student activity in a positive direction, such as community service or other socially advantageous behavior, students will learn to feel better about themselves and discover that their life has special meaning and worth, thereby eliminating one of the reasons to use drugs.

Along similar lines of thought, Pavela contends that students must be challenged by their academic institutions to contemplate the meaning of their existence and to develop a positive "philosophy of life." If this can be accomplished, Pavela envisions a number of favorable outcomes, "not the least of which would be a view of life that is incompatible with drug and alcohol abuse."

CONTACT: Mr. Gary Pavela, University of Maryland, Director of Judicial Programs, University of Maryland College Park, 2108B North Administration Building, College Park, Maryland 20742 (301) 454-2927

COLLEGE LIFE: BREEDING GROUND FOR CHEMICAL DEPENDENCE OR FOR IMMUNITY AGAINST SUBSTANCE ABUSE

Dr. Robert DuPont is a strong proponent of an "active commitment to observing and enforcing the drug and alcohol laws on college campuses, including in college dormitories." According to DuPont, the combination of vulnerable youth in an environment of almost non-existent social controls results in a uniquely threatening setting for substance abuse.

Although many colleges and universities are beginning to reconsider their responsibilities with respect to the personal lives of their students, DuPont contends that numerous institutions of higher learning, especially many of "the most prestigious, continue to hide behind the concept that their students are responsible for their own decisions and behavior." Moreover, he argues that these colleges and universities "treat drug and alcohol use as a personal matter, focusing on 'responsible choices' and the distinction between 'use' and 'abuse'" rather than the inherent dangers to the individual and to society.

To combat substance abuse in the college environment, DuPont believes that it is necessary to foster and develop a student commitment to lifestyles that reject the usage of what he terms "recreational pharmacology." He stresses that before this ideology can produce positive behavioral changes, it needs to be "rooted in the deep and enduring values of colleges to promote the full physical, intellectual, and spiritual development of students."

DuPont contends that modern scientific research surrounding the processes and effects of drug addiction, and the many tragic drug-related incidents of the past two decades illustrate that the out-dated values of the 1960's can no longer be accepted or applied to the present-day situation. Leaving drug usage decisions to the individual is no longer intellectually justifiable, and "reflects a reckless abdication of the principle of caring for one's fellow human beings."

Finally, DuPont criticizes some university faculty and administrators for being reluctant to part with the more liberal values of earlier decades. Ironically, he believes that many college students are more willing to accept a less tolerant and more restrictive attitude to drug and alcohol usage than their educators.

CONTACT: Dr. Robert L. DuPont, Georgetown University Medical School, President, Institute for Behavior and Health, 6191 Executive Blvd., Rockville, Maryland 20852 (301) 468-8980

NETWORK TO PROMOTE DRUG-FREE COLLEGES AND UNIVERSITIES

Dr. Edward Hammond believes that over the past thirty years the relationship between student and university has undergone a dramatic change. From 1960 to 1972, the prevailing legal framework, known as *in loco parentis*, was transformed and replaced with a more constitutional ideology that granted students additional individual rights and freedoms. In accordance with this new framework, the courts held that students were fully functioning legal adults who, upon enrollment in a college or university, entered into a legal contract which is "enforceable in any court of law, regardless of jurisdiction."

One of the results of this new judicial orientation has been to embroil many of our college campuses in both a legal and a moral crisis. At present, approximately four out of ten institutions of higher education are involved in some form of litigation, resulting either directly or indirectly from drug or alcohol abuse. At the same time, more student freedoms have resulted in increased drug usage which has adversely affected crime rates on college campuses and in the surrounding communities.

To counter substance abuse and its unfavorable consequences, Hammond joins in support of the Network to Promote Drug Free Colleges and Universities and its attack on substance abuse. Network program standards, which provide a comprehensive set of universal guidelines for drug and alcohol prevention activities, can be best understood in terms of four general areas:

- **Policy Development**: to promote the development and promulgation of drug and alcohol policies through such means as student and faculty handbooks, discussion groups and orientation meetings. The policies should define guidelines for group and individual usage as well as articulate the institution's commitment to provide for the education and development of students, faculty and staff regarding alcohol and other drug abuse issues.
- **Educational Programs**: to provide accurate and current information concerning the health risks associated with substance abuse. Institutions should offer training for students, faculty and staff to help them in the identification of drug and alcohol-related problems. The program should also provide a system of intervention and a referral service to the appropriate treatment center. Finally, a complete educational program must encourage faculty to incorporate alcohol and other drug education into the curriculum whenever possible and appropriate.
- **Enforcement**: to publicize and enforce all drug and alcohol policies, taking appropriate disciplinary actions, up to and including separation from the institution and referral for prosecution.
- **Assessment**: to evaluate the underlying causes of substance abuse, examining such elements as campus awareness, attitudes and behavior regarding alcohol and drug usage. Information concerning drug and alcohol-related topics should be carefully analyzed and used to increase the program's overall effectiveness.

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CHANGING ATTITUDES TOWARD DRUG USE ON CAMPUS

Every year, thousands of children in the "danger zone", aged fifteen to twenty-four, use and abuse alcohol and other illicit drugs. The challenge, according to Mr. Dan Manzanares, is to reduce and ultimately eliminate the use of these illicit substances. His approach to achieving this goal begins by examining the process that leads to the initial use of a drug or alcohol substance. In Manzanares' model, the uninterrupted process begins with innocent experimentation, evolves into a social/recreational pastime, eventually becomes habitual, develops into an abusive practice, and ultimately results in sickness or disease.

By the time an individual reaches the last two phases of this model, he or she has most likely become addicted to one or more harmful substances. Manzanares characterizes this condition by the six symptoms in what he terms the addiction paradigm:

- Denial;
- Psychological or physical dependence;
- Out of control behavior;
- Negative consequences in other areas of life;
- Psychological or physical withdrawal (pain/suffering) without the drug;
- Spiritual decline (lying, stealing, cheating, abusing others unnecessarily).

Developing his thoughts from a set of questions formulated by Mr. Peter Bell of the Minnesota Institute on Black Chemical Dependency, Manzanares discusses the role of the community as it relates to the problem of drug and alcohol use and abuse. He proposes that there are often differences between a drug's perceived legitimacy and its actual legality depending on various cultural and social factors. Although such instances as the 1987 withdrawal of the nomination of Judge Douglas Ginsburg for a position on the Supreme Court due to his involvement with illicit drugs suggest that society is finally beginning to "draw the line" on drug usage, Manzanares believes we have a long way to go. The community needs to establish stringent rules governing the use of illicit substances, and establish methods to effectively communicate these rules to the population. Next, the community must develop a clear system of accountability for persons who break the rules. Finally, the community must discover ways, other than using drugs and alcohol, to cope with such issues as stress and rites of passage.

Manzanares argues that if educators are to succeed in "de-normalizing" drug usage in our society, they will have to begin seriously to consider these issues. Furthermore, as a society, we must begin to accept our condition in life and legitimize our lows and our sufferings so that we can eliminate one of the fundamental reasons for using drugs and alcohol. Manzanares also favors the concept of empowering non-users to challenge and confront drug and alcohol users and abusers. Although efforts of this nature may not have any immediate effect, they may plant the seeds for positive change in the future.

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CREATIVE APPROACHES TO DRUG EDUCATION PROGRAMMING

One way to educate a student population about the effects and dangers of drug usage is to sponsor a Drug Awareness Week program. Successful at implementing this approach at the University of Missouri-Columbia, Ms. Kim Dude has developed a comprehensive outline, with attachments, to assist and encourage other colleges and universities to develop similar events.

The outline begins by addressing the elements and considerations that Dude believes are necessary for an effective Drug Awareness Week program. The eight major concerns that she identifies are:

- **Realistic goals:** define reasonable program goals and objectives, while understanding the limitations and constraints which may prevent the program from reaching every student or from affecting immediate changes in attitudes and behavior;
- **Personal commitment:** exhibit a genuine desire to educate students regarding the problems of substance use and abuse, and be willing to spend the necessary time and money to get the program established;
- **Motivation:** encourage student and faculty volunteers to get involved in the program and to maintain a positive attitude that can be conveyed to other program participants;
- **Innovation/creativity:** make the program current and fresh in order to foster a climate of interest and fun;
- **Patience:** understand that the program may evolve slowly, but that persistence will eventually lead to success;
- **Access to resources:** know what resources (artwork, educational materials, equipment) the program will require and how to acquire these resources in the most convenient and affordable manner possible;
- **Sensitivity to the issues on campus:** ensure that the program does not conflict or get confused with other campus activities;
- **General considerations:** make sure that the program is well organized, does not preach to the students, and addresses needs and concerns that interest students.

The outline continues by identifying several steps in the planning process and even suggests some ideas for drug education programming such as the psychological effects of drugs, the financial cost of drugs, drug paraphernalia, and alternate positive coping skills. Also included in the outline are the names and addresses of a number of companies and businesses who are able to supply program materials and equipment.

Finally, there are a series of attachments that illustrate examples of anti-drug propaganda and advertising for this year's Drug Awareness Week program at the University of Missouri-Columbia.

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TAKING THE STING OUT OF EVALUATION

Evaluation is an important part of any substance abuse prevention effort. To facilitate the evaluation process, Dr. David Anderson offers advice and a variety of perspectives. In doing so, he also reiterates many of the issues and ideas that were discussed during the first National Collegiate Drug Awareness Week Conference. According to Anderson and other conference participants, there are a number of rationales that support the value of conducting a thorough program evaluation. These include the ability to demonstrate program strengths and weaknesses, the opportunity to re-focus program efforts, the potential to make better use of program resources, and the capability to continually refine and improve program techniques.

Anderson also addresses some of the concerns and expectations that are often associated with a substance abuse prevention program evaluation. When conducting an evaluation, program planners are encouraged to discover answers to three basic questions: (1) What are we trying to accomplish with the evaluation, and why? (2) What program aspects work effectively, and for whom? (3) Why do we think these specific program aspects work? Program planners are also warned to keep the evaluation in perspective and to realize that any individual evaluation may not arrive at a monumentally significant conclusion, and that evaluation conclusions may not always indicate desirable results.

Once the determination has been made to conduct a program evaluation, Anderson encourages using multiple evaluation approaches. By combining objective and subjective techniques with direct and indirect evaluation procedures, one is able to improve the validity and credibility of evaluation data. Next, the program planner must determine which specific issues and considerations need to be evaluated. For example, the organization planner should question whether the evaluation would address such broad themes as attitudes and behaviors, or whether it would focus on more specific topics such as awareness of available services or knowledge of campus policies.

Another consideration in the evaluation process concerns the use of the evaluation results. Anderson explains that a determination must be made concerning the emphasis of the evaluation efforts--whether it will be research based or management focused. This is critical decision, since each emphasis requires a different level of sophistication and resources.

Finally, Anderson maintains that consideration of evaluation issues should occur early in a prevention program's development. This will help to ensure that evaluation processes correspond with project goals and objectives. In any case, Anderson stresses the importance of some form of evaluation, regardless of scope, for all substance abuse prevention programs. The continued quality of drug and alcohol intervention efforts depends, in part, on the knowledge learned from these evaluations.

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TEACHING NEW STUDENTS TO SAY NO

Substance abuse prevention at the college level begins each year with the incoming class of freshmen. Successful prevention programming necessitates a thorough understanding of the freshmen "mentality" and some knowledge of student behavioral patterns prior to enrollment in college. Coordinating a variety of drug and alcohol prevention programs at the University of Maryland Baltimore County have enabled Mr. Brian Bailey and Ms. Lisa Dieter-Borisky to develop seven "assumptions regarding the attitudes and developmental states of traditionally-aged college freshmen, relative to drug usage":

- Most freshmen, particularly in urban areas, are at least somewhat familiar with alcohol and drugs, even if they have not used them;
- Many freshmen begin college with the belief that college students lead a wild life style with regard to drugs, alcohol, and sex;
- Freshmen are not accustomed to making many decisions for themselves;
- Freshmen often feel invincible; they do not connect consequences with unwise, unsafe or unhealthy behavior;
- Freshmen have a tendency to look outside themselves for the "right answers" to life's questions;
- Freshmen are eager to feel socially competent in the college environment;
- Peer pressure is ultimately a voice from within rather than from without.

Using these assumptions as a basic foundation for understanding college-age students and their needs, the university has developed a number of alcohol and drug education/prevention programs including the:

- Peer Alcohol and Other Drug Education Program, which recruits and trains students to counsel and advise their peers in alcohol and drug-related matters;
- Athlete Drug Program, which provides coaches and players with important information and guidance concerning substance use and abuse in the sporting environment;
- Bartender's Workshop, which is a mandatory workshop for all students planning campus events involving alcohol;
- Secondary Prevention Program, which offers special assistance to university students with Alcohol Sanctions or DWI arrests.

Although varied in approach and focus, these programs all operate under the premise that by working together with the entire university community, all students, not just freshmen, can be successfully educated to the dangers of substance use and abuse.

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SUBSTANCE ABUSE POLICY: MAKING THE STANDARDS WORK

Developing a university policy to deal effectively with campus substance abuse problems is not an easy task. According to Dr. Robert Ariosto, policy-making requires a much more complex process than simply printing guidelines in a student handbook and assigning enforcement responsibilities to campus police. He contends that a policy concerning substance abuse must be a message to the university community that supports the educational mission of the institution. "If part of that educational mission is to cause change in people's lives, then [the] policy must represent the institution's best effort to facilitate positive change."

Because a substance abuse policy involves the regulation of important personal freedoms and individual lifestyles, university administrators must not over-simplify the policy or else they will risk undermining its credibility and effect. Ariosto believes that if policy makers want their guidelines on substance abuse to be effective, first they must carefully examine their own beliefs concerning substance use.

Conducting what Ariosto terms an "institutional gut-check" will enable "framers of policy to reach the ultimate bottom line of determining a policy that all members of the campus community can, and must, live with." If administrators are inconsistent in their actions, and do not practice what they preach, their credibility as campus leaders and policy makers will be significantly eroded. This has often been the case with efforts to implement campus-wide prohibitions on drugs and alcohol.

To cope with this complex and seemingly overwhelming situation, Ariosto strongly recommends a closer look at the Standards developed by the Network to Promote Drug Free Colleges and Universities. The fundamental assumptions of the Standards state that:

colleges and universities have the responsibility to create standards of appropriate behavior for the campus community . . . [which must be] compatible and supportive of a learning environment . . . [that facilitates a] positive change in people's lives in order to more fully develop human talent.

Policy makers must use this assumption as a blueprint for the development of all substance abuse education and prevention efforts on their campus. Within this framework, a policy can become a catalyst for change and help to build a wide range of programs, services and activities with institution-wide support and involvement. "This concept elevates the policy and the programs it generates to a status that complements the educational mission of the institution."

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ALCOHOL AND DRUG ABUSE DURING THE COLLEGE-AGE YEARS

Although results from a national survey administered to high school seniors "suggests that fewer young people entering [our] colleges and universities will be illicit drug users," a considerable percentage of high school and college-age students still engage in some form of drug or alcohol usage. Mr. Robert Trachtenberg argues that although these statistics indicate that properly coordinated education and prevention efforts can make a difference in the levels of adolescent substance abuse, we still have a long way to go.

Quite expectedly, the use of illicit drugs among college students is lower than among their non-college peers who have been out of high school for one to four years. The only "drug" which defies this norm is alcohol. Alcohol consumption statistics suggest an alarming situation on most college campuses. Although annual and monthly consumption for college students is higher than their non-college peers, daily use is lower. These numbers imply the existence of heavy or binge drinking among college students. This is a serious problem since "binge drinking induces acute intoxication and places the person at great risk of accident, violent conduct or suicide." Related research also indicates that during the one to ten year period after high school, the drinking rates of those individuals who attended college are approximately the same as those who did not. This would suggest that the drinking problem is occurring while young people are in the college environment.

Due to the gravity of the situation, the Alcohol, Drug Abuse, and Mental Health Administration (ADAMHA) has undertaken a comprehensive fourteen point initiative to increase:

the awareness of the serious health and social consequences associated with alcohol misuse. These initiatives range from getting research information out more rapidly to treatment providers and the public; to the establishment of a citizens' commission on alcoholism; to working with the Department of Education to encourage colleges and universities to limit campus promotions for alcoholic beverages.

Paramount in this process is a willingness on the part of colleges and universities to acknowledge that alcohol is a harmful drug, just like marijuana or cocaine. Once this reality has been accepted, concerted efforts must be made to provide students with accurate facts and information regarding the dangers of alcohol abuse in order to help influence their attitudes and change their behavioral patterns. Only through such efforts will campus administrators be able to "prevent needless damage and death."

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TAKING LEADERSHIP: ENHANCING PERSONAL AND PROFESSIONAL EFFECTIVENESS

According to Dr. Susan Komives, motivational and psychological support for individuals involved in the operation of substance abuse education and prevention programs is an important concern that should not be overlooked. The drug counselors, abuse prevention coordinators and others with similar responsibilities on our college campuses are faced with an intimidating and often overwhelming challenge. If efforts to curb substance abuse in the academic environment are to be successful, drug and alcohol abuse education and prevention professionals must be taught how to become effective leaders and how to maintain and increase their levels of effort and intensity.

Leadership, in the sense used by Komives, refers to a special sensitivity and ability to understand and work with the people and conditions which dominate the university setting. When working in a substance abuse education or prevention capacity, Komives recommends keeping the following leadership concepts in mind:

- If something doesn't work this time, maybe it will next year;
- Understand your campus's culture and its history;
- Understand the other person's point of view in order to effectively intervene for change;
- Design your approach to appeal to the priorities of others and not your own;
- Break down all the myths you hold about any individuals or groups you want to reach;
- Supply other university leaders with well-prepared briefing comments and summaries of the latest education/prevention information and activities;
- Research people and groups you hope to enlist or influence before you make those approaches;
- Establish and operate on a reasonable timetable;
- Operate from a principle of empowering others; help them to see their own strengths and to bring out their best efforts. Make a special effort to empower students to help themselves and their friends;
- To empower others, practice your profession with confidence and strength.

Komives also emphasizes the need to be alert to the signs of professional burn-out. Questions like "Am I really helping?" are not uncommon in drug and alcohol education or prevention work, and often, it is easy to become discouraged, unappreciated and to lose momentum. If burn-out or stagnation is detected, it is essential to intervene and make a change, whether it be a job reassignment, a change in staff, a budget increase, or any other type of adjustment to facilitate a forward move.

Komives is quick to remind professionals in the drug and alcohol education and prevention fields that their work is extremely valuable to university students and to society as a whole.

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NETWORK OF DRUG FREE COLLEGES AND UNIVERSITIES STANDARDS

The Standards for the Network to Promote Drug-Free Colleges and Universities define criteria for institutional membership in the Network. The Standards are organized within the four areas of Policy, Education, Enforcement and Assessment.

A. Policy

Network members shall...

- Promulgate policy, consistent with applicable federal, state and local laws, using such means as the student and faculty handbooks, orientation programs, letters to students and parents, residence hall meetings, and faculty and employee meetings.
- Develop policy which addresses both individual behavior and group activities.
- Define the jurisdiction of the policy carefully to guarantee the inclusion of all campus property. Apply campus based standards to other events controlled by the institution.
- Stipulate guidelines on marketing and hosting events involving students, faculty, staff and alumni at which alcoholic beverages are present.
- State institutional commitment to the education and development of students, faculty, and staff regarding alcohol and other drug use.

B. Education Programs

Network members shall...

- Provide a system of accurate, current information exchange on the health risks and symptoms of alcohol and other drug use for students, faculty, and staff.
- Promote and support alcohol-free institutional activity programming.
- Provide, with peer involvement, a system of intervention and referral services for students, faculty, and staff.
- Establish collaborative relationships between community groups and agencies and the institution for alcohol and drug related education, treatment, and referral.
- Provide training programs for students, faculty, and staff to enable them to detect problems of alcohol abuse and drugs use and to refer persons with these problems to appropriate assistance.

- Include alcohol and other drug information for students and their family members in student orientation programs. The abuse of prescription and over-the-counter drugs should also be addressed.
- Support and encourage faculty in incorporating alcohol and other drug education into the curriculum, where appropriate.
- Develop a coordinated effort across campus for alcohol and other drug related education, treatment, and referral.

C. Enforcement

Network members shall...

- Publicize all alcohol and other drug policies.
- Consistently enforce alcohol and other drug policies.
- Exercise appropriate disciplinary actions for alcohol and/or other drug policy violations.
- Establish disciplinary sanctions for the illegal sale or distribution of drugs; minimum sanctions normally would include separation from the institution and referral for prosecution.

D. Assessment

Network members shall...

- Assess the institutional environment as an underlying cause of drug abuse.
- Assess campus awareness, attitudes, and behaviors regarding the abuse of alcohol and other drugs and employ results in program development.
- Collect and use alcohol and drug related information from police or security reports to guide program development.
- Collect and use summary data regarding health and counseling client information to guide program development.
- Collect summary data regarding alcohol and drug related disciplinary actions and use it to guide program development.

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